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ABSTRACT

For the benefit of overseas readers, a summary is provided of the main report of Sweden's Commission on the Continued Use of Radio and Television in Education on the utilization of sound and pictures in education. A special chapter explains the Swedish school system and the organization of the Swedish Broadcasting Corporation. Previous reports of the committee are described, and current activities in preschool, elementary and secondary school, higher education and adult education are summarized, along with an analysis of present needs and wishes. Future activities in all four areas are suggested, and a detailed proposal is given for a new organization charged with the planning of educational programs. (SK)

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A Programme for sound and pictures in Education

The Commission for Radio and Television in Education (the TRU Committee)
Summary of the Commissions Main Report

Stockholm, May 1975

A Programme for Sound and Pictures in Education

The Commission for the Continued Use of Radio and Television in Education (the TRU Committee)

Summary of the Commissions Main Report

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1 Introduction

In May 1975 the Commission for the Continued Use of Radio and Television in Education (the TRU Committee) presented its main report: A Programme for Sound and Pictures in Education (SOU 1975:28). This summary presents in an abbreviated form the reports and proposals of the Commission. With a view to placing these proposals in their context for the benefit of overseas readers, the report contains an introductory section on the Swedish educational system with reference to the four sectors covered by the educational programmes activities, namely pre-schools, the 9-year comprehensive school and the 3-year upper secondary school, university/college, and adult education (see chapter 2). There is also a chapter on the organization and position of the Swedish Broadcasting Corporation (SR) and some current issues concerning broadcasting, the central organisation, which has been set up to handle the distribution of audio and video materials, is also presented.

The term audio-visual material (AVM) is used as an overall designation for TV and radio programmes that are broadcast or taped sound and video materials – with or without printed matter.

2 The Swedish educational system – an outline

2.1 Pre-schools

Society contributes in various ways to the care and supervision of children. A large part of this support comprises financial aid with a view to improving the living standard of families.

The education and supervision of children under the age of seven is at present conducted in pre-shools. The term pre-schools means child care institutions which regularly receive children for limited periods every day – such as play schools, day nurseries and recreation centres. Apart from these forms of activity there are municipal family day nurseries which are not covered by the Child Welfare Act's regulations governing child care institutions.

The municipalities are primarily principals for the work conducted in kindergartens, day nurseries, recreation centres and municipal family day nurseries.

The number of places available on July 1, 1973, in day nurseries can be estimated at about 56 000, in recreation centres at about 15 000, and the family day nurseries at about 45 000. The number of children attending play schools at the same time was about 110 000.

The Riksdag, Sweden's parliament, has decided to regulate pre-school activities by means of a law which goes into force on July 1, 1975. This law stipulates that pre-school activities form a part of society's child care work. Its aim is to work closely with homes in order to further development of the complete personality and a favourable physical and social development of children who have not yet entered the compulsory school. Activities comprise pre-schooling in the form of day nursery attendance for at least five hours a day or part-time groups for shorter periods, and supplementary pre-school activities comprising family day nurseries or other supplementary activities such as child care work, park games, play advice and playoutheques.

Children who for physical, psychological, linguistic or other reasons require special assistance in their development, will, as far as is possible, be allocated a place in a pre-school before the age of six if the needs of the child cannot be satisfied in some other way. By means of looking up the children the municipality will determine which of them need this special assistance.

The municipalities will also try to make certain that the children utilize pre-school vacancies made available to them and inform parents of the aims and activities of the pre-school.

Pre-schools are administered by the child welfare boards or central boards of social welfare of the municipalities. The activities of the National Swedish Board of Health and Welfare can be divided into three main groups – educational and social development, and expansion and local planning.

The Riksdag has decided that the National Board of Health and Welfare should draw up a work plan providing examples of how a general plan, divided into periods of activity, can be carried out in pre-schools. The aim of the plan will be to provide pedagogic guidance to the staff of pre-schools and to the other persons in a local government who work with pre-school matters. It will not be binding but will be seen as a support for the work. The National Board of Health and Welfare has initiated the project and parts of it are scheduled for an initial test in 1975.

2.2 The compulsory school

In 1962 a decision was reached to introduce the nine-year comprehensive school. In 1969 a new curriculum was approved and gradually introduced starting in the autumn of 1970.

The 9-year comprehensive-school decision resulted in a number of reforms in the 3-year, upper secondary school, which came to cover more educational lines. In 1969 it was decided that starting in 1971 all education based on the comprehensive school would be grouped together in a common organizational frame work, the new "gymnasium" with a joint curriculum.

In the curricula are stipulated

- ☐ aims and guidelines for the school
- ☐ schedules for each stage, grade and subject
- ☐ syllabus for each stage, grade and subject

Aims, guidelines, schedules and syllabus are approved by the government and must be followed. The curricula also include general instructions, planning examples and supplementary instructions issued by the National Board of Education and to be regarded as recommendations for the implementation of education.

The comprehensive school is divided into in a low, an intermediate and high level, each comprising three grades. The three levels are to be found in every municipality.

The gymnasium school is a voluntary 2–4 year municipal school which pre-supposes a completed comprehensive school education. A large number of comprehensive school pupils apply for admission to an upper secondary school immediately after comprehensive school. Thus in 1972 84 % of comprehensive school pupils applied for admission to secondary

schools directly after a comprehensive school. Of these 78 % were accepted. A survey has indicated that one year after these pupils left comprehensive school, 66 % of them were still attending an upper secondary school while 5 % of them had discontinued their studies.

The aims of the school include adapting instruction to each pupil's qualifications and needs. Some pupils have more difficulty with school work than others, e.g. because of physical, psychological or social handicaps. For some of these pupils well implemented individualization within the framework of ordinary instruction can suffice. Others require special assistance in order to manage their school work. Special instruction is provided in two forms: co-ordinated special instruction and instruction in special classes.

The municipalities are principals for the comprehensive and secondary schools.

The Riksdag and the government have three primary tasks:

- ☐ Legislation
- ☐ Decision-making on school forms and the aims of the school
- ☐ Decision-making on the economic limits of educational work

Federal grants are paid to cover the administration and running of the school system and the cost of school premises and certain school materials. In the case of the comprehensive school government grants covers about 50 % of the cost of running.

The National Board of Education is the government agency which is the central supervisory authority for schools for young people.

The duties of the Board of Education are the following:

- ☐ Pedagogic research and development, i.e. of curricula, methodology and organization.
- ☐ Planning and co-ordination of e.g. various educational forms and staff and material resources.
- ☐ In service training of teachers and other staff.
- ☐ The efficiency of the organization of the school systems.
- ☐ Counsel, information and service to schools.
- ☐ Appointment of various officials, e.g., headmasters and senior masters.

Each county has a County School Board which also supervises the schools in the county.

Each municipality has a politically elected board of education.

The duties of the board of education can be summarized as follows:

- ☐ Responsibility for obligatory schooling being implemented in the municipality and, as far as possible, the supply and furtherance of other education over and above obligatory education.
- ☐ Co-ordination of various forms of education.
- ☐ Supervision of adherence in various schools to current regulations.
- ☐ Satisfaction of the schools' needs as regards premises, inventory, teaching aids etc.
- ☐ Encouragement in training teachers.
- ☐ Work for co-operation between the school and the home.

Each school unit is headed by a headmaster, who is responsible, among other things, for administration and pedagogic supervision within his district.

The external organization of the school for young people will not, as far as can be estimated, undergo any major changes in the 1970s. During the next few years efforts will be concentrated on the working environment of the schools. The aim is to realize the goals stipulated in the curricula and to create a school that functions. This requires, among other things, increased efforts to motivate the pupils who find school especially difficult.

2.3 University/college education

The term university/college education covers activities at universities, colleges, and teacher training colleges. With a few exceptions this higher education falls under the Ministry of Education's sphere of responsibility. The Office of the Chancellor of the Swedish Universities (UKÄ) is the central administrative authority for most institutions of higher education.

The universities conduct instruction and research in various fields. Similar fields are grouped in faculties. There are seven faculties: theology, law, odontology, pharmacy, medicine, technology and the arts.

The universities are state institutions. The Riksdag, the Government and the Ministry of Education wield ultimate control over the work of the universities.

Each university has a board known as the "konsistorium" (Senate). This includes the Vice-Chancellor, the pro-Vice-Chancellor and the Deans of Faculties.

The Office of the Vice-Chancellor consists of the Vice-Chancellor and an administrative leader, and functions as the executive body of the Senate.

The members of faculties and sections consist of permanent lecturers within the field of activity. The task of the faculties/sections is, among other things, to deal with questions of research and express opinions on matters involving appointments. In the faculties there is an educational committee, which is made up of representatives of the lecturers, the fellows, the junior lecturers and the students. The educational committee is the decision-making body for the educational questions within its sphere of activity.

The institutions are generally headed by a chairman. This office is often held by the professor of the institution. All the institution's lecturers, junior lecturers, fellows and student representatives are included in an advisory body known as the institution council, which deals with issues concerning the instruction and the request for funds.

Admission to a university is open to those who have a graduation certificate from a three or four-year upper secondary school with an average of 2.3 points. This is known as general university competence. Special knowledge is required over and above this in the case of certain courses. Persons who are 25 years old or more and who have at least five years' working experience may, since 1969, attend certain courses in the arts faculty, which is termed extended admission. Dispensation can be granted to persons wishing to study at university but who do not fulfill any of the above requirements.

The faculties of theology, law and the arts are known as the "free" faculties, since the number of places is not restricted. Faculties offering a limited number of places are "restricted" faculties.

Higher education is financed entirely by government funds.

Throughout 1960s up to the academic year 1968–1969 the flow of students to universities and colleges increased very sharply, from about 8 000 to about 30 000 new students. Since then there has been a decrease. There were some 23 000 students newly enrolled during the academic year 1972–1973. The entire decrease is within the faculty of the arts, while enrolment in the restricted faculties has increased somewhat because more places have become available.

The strong expansion of the universities and colleges in the 1960s was primarily a result of the large numbers of students who completed secondary school and the high transfer from secondary schools to higher education. Recruiting was also extended by the establishment of facilities of higher learning in more places in the country.

The proportion of adult students increased decidedly, primarily in the arts faculties. Some 40 % of the newly enrolled students in the arts faculties in the autumn term 1974 were over 24 years of age. The equivalent figure in 1970 was about 25 %.

Parallel with the altered composition of the student population, a new study pattern has emerged in recent years. This applies hitherto primarily to the arts factulties, but similar tendencies may presumably be expected in other faculties too. More and more students are evincing interest in briefer study programmes, in part-time studies and in evening classes. More and more of the newly enrolled students also state that they do not intend to take a degree.

Another aspect of the altered pattern of studies comprises the occurence of alternative distribution forms for higher education. Several universities/colleges are conducting pilot schemes involving so-called extra-mural instruction.

On the basis of proposals made by the 1968 Commission on Education, the Riksdag laid down guidelines in the spring 1975 for the aims, geographical distribution and organization of future universities/colleges. The decision involved among others

- Persons who have reached 25 years of age and worked for at least four years will be granted general competency for higher education.
- For the sake of planning and the allocation of resources higher

education will be divided into five vocational training sectors, including different ones for technical vocational training, administrative, economic and social vocational training, nursing training, training for educational professions, and training for cultural and information work.

- Future planning of the educational system will be based on the individual getting education at various stages in his development. Measures furthering such recurring education should be granted a priority.
- Education will be organized in general, local and individual educational spheres and individual courses. The local educational spheres will permit local initiative to gear instruction to professions. The individual educational lines and the individual courses will within stipulated frameworks particularly satisfy individual wishes within the entire higher education sphere.
- With regard to capacity for educational courses, a planning model is required with a lower and an upper limit between which the combined acceptance capacity will be determined for each fiscal year. It is proposed to increase margins by 2 % annually over a five year period. In the case of the academic year 1977–1978 planning should until further notice be based on an acceptance capacity of around 35 000 places in educational lines. Individual courses should be given a priority in the continued expansion.
- A more permanent dimensioning of educational capacity throughoat higher education will be implemented with the aid of general acceptance restrictions. It is proposed that acceptance for most general educational lines will be central. In respect of lines within the sphere of the existing arts faculties, however, local influence will be greater. Acceptance to individual courses will be entirely local.
- Higher education will be located in 14 places outside the existing university cities. In order to facilitate the planning of future expansion, the country will be divided into six university regions. For planning work with regard to basic higher education. A regional committee will be appointed for each university region, in which representatives of the public interest will be in the majority, to handle the planning of basic higher education.
- Each university/college unit will be headed by a board which will comprise persons active within the unit and representatives of the public interest.
- Pilot schemes involving vocational higher education will be introduced in the autumn term of 1975 and will be geared to six different industrial sectors and will be situated in eight different towns.
- For planning and co-ordination of the majority of higher education, a university/college authority will be established to replace UKÄ. Most of the proposals are expected to be implemented on July 1, 1977. The new University/College Authority will be set up in the autumn 1976.

2.4 Adult education

With regard to educational aims, target groups, educational forms, choice of subjects, national and local organization of activities, etc. the field of adult education has another pattern compared with other forms of education.

In the report the term adult education is used to cover a number of different types of education. Common to them all is the fact that participants have terminated or broken off their adolescent education and are studying once again after – or parallel with – professional occupations. This means that adult education covers a very large and extremely varied field as regards aims, subjects, forms of study, and principals. With certain exceptions higher education is not counted as adult education.

A wide variety of motives and aims are to be found behind the increased support for adult education. The overall aims can be summarized in the following four points:

- ☐ Adult education shall reduce the education gaps in society. It will, thereby, further greater equality and social justice.
- ☐ Adult education should increase the critical comprehension of citizens and their participation in cultural, social and political life. It shall, thereby, contribute to the further development of the democratic society.
- ☐ Adult education shall strive to provide the labour market with well trained labour and contribute towards full employment.
- ☐ Adult education will at the same time satisfy adults' individual desires for greater study and educational opportunities. By providing adults with these opportunities for supplementary education, the choice of study in schools for young people will become freer.

A large part of adult education is financed entirely or partially by government funds and lies primarily within the National Board of Education's (SÖ) sphere of responsibility.

SÖ's task, however, in comparison with its duties in school education for young people, is different, primarily for two reasons. It is partly a question of many parties, partly the fact that the various principals often evince very different, sometimes clearly conflicting values.

The various forms of adult education can be grouped under four headings depending on the aim of the education:

- ☐ Popular education covers the free and voluntary educational work conducted primarily by educational associations and county folk high schools.
- ☐ Adult education bound to curricula, which prepares the pupil for higher education, is provided under municipal or state auspices in accordance with the curriculum of the comprehensive school and upper secondary school.
- ☐ Occupationally geared education covers such education as provides preparation for or direct targeting towards various professions, assign-

men.s etc. This includes labour market training, corporate training, and training in trade union matters.

In addition there is education which is conducted by means of special media/methods such as correspondence courses and radio- and TV-courses.

2.4.1 *Popular education*

The first Swedish *educational associations* were started by large popular movements, such as the trade union movement and the temperance movement, to help better equip members to play a more important role in society and to be better able to protect their own interests.

At present there are ten educational associations approved by the State in Sweden. Each association has a great deal of freedom in determining the content and design of its instruction and the aims of its activities. There are no centrally determined curricula; local divisions of the same association can, as far as education is not geared to competency, have fairly varied activities.

The educational associations work primarily with study circles which cover very extensive fields. They can deal with practically anything from hobby courses to university education. They also arrange short and highly concentrated courses, perhaps lasting a weekend or more, where the participants live together for the duration of the course. They also prepare exhibitions, lectures and numerous other activities.

The study circle has characterized educational associations from the very start. Originally the idea was that a small circle of friends with a common interest in studying would meet to help and stimulate each other in their studies. All the members were to be "tutors" and contribute with their knowledge to the benefit of all. This form still exists, especially in hobby circles. In language circles, however, it is common nowadays that a teacher/tutor with some form of formal competence is in charge of the instruction and leads the group.

The work of the educational associations is financed mainly by government grants.

The number of study circles increased from about 134 000 in 1966–1967 to about 231 000 in 1973–1974. The number of participants in study circles rose in 1973–1974 to 2 198 000.

The aim of the activities of the *folk high school* is to provide general civic education, often geared to a specific field of interest, depending on the group or organization in charge of the respective folk high school. At present there are 108 government supported folk high schools, where winter courses and courses in specific subjects are arranged. During the academic year 1973–1974 about 59 600 students participated in folk high school courses, of which some 13 400 attended winter courses and lengthy courses in specific subjects, and some 46 200 in short courses in specific subjects.

Winter courses comprise 22 to 34 weeks. At most folk high schools

they are divided into three-year courses. In the case of the folk high schools there is no fixed curriculum. Each school may formulate its programme within the limits of the folk high school act.

For a long time the folk high school provided an important opportunity for further education for many who had not had the opportunity to utilize the school system in their youth, and likewise for access to learning in a broader cultural sense. There are no principles of admission accepted by all folk high schools. The rule is that the schools admit old applicants before young ones, and people with little schooling before those who are relatively well educated. Students attending folk high schools are on the average younger than participants in other forms of adult education.

2.4.2 *Adult education bound to curriculum*

State adult education

The two State schools for adults (located in Härnösand and Norrköping) recruit on a nation-wide basis. Instruction is based on a combination of individual studies in the form of correspondence courses and oral tuition in periodically recurring courses held at the respective schools, so-called staggered instruction.

In the spring term, 1974, the two schools had about 3 660 participants in secondary school courses and some 910 participants in comprehensive school courses. The number of participants in staggered instruction decreased while correspondence courses have become considerably more common.

Municipal adult education

Municipal adult education received its present form in 1967.

Instruction is provided mainly in the form of part-time studies, mostly in the evenings. The proportion of instruction provided during the day, however, has increased considerably in recent years. Participants can generally choose between studying individual subjects or studying for full competence in the form of schooling in question. Instruction is organized as concentrated reading, which means that the pupil normally studies one or two subjects at a time.

Government subsidies cover 100 % of the cost of salaries, etc., for teachers and school leaders. Grants are also provided for technical measures geared to assisting disabled persons.

The 1967 reform resulted in a strong expansion of municipal adult education. During the academic year 1967–1968 there were evening secondary schools operating in some 30 municipalities. Now municipal adult education is provided in virtually all the country's municipalities. There is, however, a regional imbalance in respect to recruiting and courses available.

Of the 69 200 pupils who in the autumn term, 1974, participated for

the first time in municipal education, about a third were below 25 years of age, about a third were between 25 and 34 years old, and a third were 35 years old or more. The average age of participants in comprehensive school courses is higher than that of participants in secondary school courses. About a third of the new enrolments had no more than a primary school education.

The total number of participants in municipal adult education had decreased in the autumn of 1974 by 6 % as compared to the autumn of 1970. The decrease is in the comprehensive school courses, particularly vocational training.

2.4.3 *Adult education geared to occupations*

Labour market training

Labour market training (AMU) is the designation given to education granted on the basis of employment policy. People who are unemployed, threated by unemployment, or difficult to place on the labour market, are entitled to labour market training and subsidies. A further requirement is that they have attained 20 years of age.

Labour market training takes the following forms:

- Labour market training organized by SÖ in co-operation with the Labour Market Board. The most common forms of this education comprise re-training, advanced courses and beginner courses. These courses are held in some 50 training centres (AMU Centres) with about 100 branches. The courses vary in length from a few weeks to several years.
- Tuition within the regular school system, e.g., at secondary schools and folk high schools.
- Corporate training.
- Other courses in co-operation with, e.g., educational associations.

Of the persons who in 1973–1974 started labour market training, some 49 % attended courses arranged by SÖ. About 21 % were included in the regular school system, about 22 % in corporate training, and some 8 % in other courses.

The extent of labour market training has increased almost tenfold during the past ten years. The total number of participants in labour market training in 1973–1974 was 128 000.

Trade union training

The trade unions conduct extensive educational acitivities in order to provide their members with a knowledge of trade union and civic matters and to train those who have to represent the union in various contexts.

Government grants are paid for course activities as compensation for various expenses. In 1973–1974 activities spanned 590 courses with 16 900 participants.

Training in industry

Extensive adult education has been provided by industry for a long time. This primarily involves the training of employees for present or planned positions, such as vocational training and the general education that is required for further education, re-training, etc. Educational efforts vary greatly from branch to branch and also from company to company. There is no measure of adult education in this area at present.

2.4.4 *Current reforms in adult education*

In recent years reforms have been introduced to help solve the decisive problems that have prevented adults from participating in education. This applies to informing adults of their needs, rights and opportunities, to obtain leaves of absence for studies, economic assistance for adult studies, and curricula that is better adapted to adults.

The so-called Delegates' Act, which went into force on July 1, 1974, enables trade union delegates to inform employees about their opportunities and to recruit to adult education courses during paid working hours.

The question of leave of absence for studies has resulted in a law, the Study Leave Act, which went into force on January 1, 1975. The Act gives employees in public as well as in private employ the right to leave of absence for the purpose of studying. The trade unions hold a central position when it comes to according priority to various applicants and in respect of extension of study leave.

In the spring of 1975 the Riksdag reached a decision with regard to study allowances for adults who are pursuing more extensive studies in municipal adult education, in folk high schools, in upper secondary schools, and in higher education.

After proposals were put forward by a special commision, the Riksdag also set aside funds to reach people at places of work and in housing areas. The experimental work has shown that it was possible to recruit a third of those contacted in a housing area, and half of those contacted at places of work on a personal basis. The trade unions and study associations will be given responsibility and funds to reach groups, according to the Riksdag decision.

The decision also involves an increase in subsidies to the educational associations to promote adult education measures among disabled persons.

3 Some broadcasting issues

This section deals briefly with the organization and position of the Swedish Broadcasting Corporation and certain current broadcasting issues.

3.1 The Swedish Broadcasting Corporation (SR)

SR has the sole rights to broadcast in Sweden. The basic regulations governing radio and TV are stated in the Radio Act, the Broadcasting Liability Act, the directives of the Radio Council, and in the agreement between SR and the Government concerning broadcasting activities.

The Radio Act stipulates that the company, which the Government entrusts with responsibility for broadcasting on a sole rights basis, is entitled to determine what radio and TV programmes should be broadcast. Sole right is to be exercised impartially and objectively. The advance examination of radio programmes is not permissible. Post-examination is conducted by the Radio Council. Thus the Government may not dictate programmes.

The Broadcasting Liability Act regulates the liability in connection with radio and TV broadcasts. Generally there must be a programme supervisor responsible for each programme with the task of preventing libel.

The agreement between the Government and SR regulates SR's rights and liabilities in respect to radio and TV broadcasts and programme work. SR alone determines which programmes are to be broadcast. The programmes are to emphasize the fundamental democratic values. They are to be made with due consideration to the central position of radio and television in society. This results in the company's responsibility to inform the public of current events in a suitable way and to provide information about important cultural and social issues, and to stimulate discussions about such questions. The agreement also contains more detailed instructions on how the regulations of the Radio Act on impartiality and objectivity are to be exercised. These regulations are to be applied with due consideration to the fact that there is to be extensive freedom of speech and information in radio and TV broadcasts. The agreement also regulates the veto on commercial advertizing. SR may not

in return for payment permit commercial advertizing in programmes or in parts of programmes.

SR's activities are mainly financed by license fees. Of the fees received, broadcasting receives the amounts deemed necessary with regard to its programming. Any surplus is funded.

There are three radio channels and two TV channels in Sweden.

60 % of the shares in SR belong to the popular movements and the major trade unions; 20 % are held by the press and 20 % by industry.

SR is administered by a board and a Director General of the Swedish Broadcasting Corporation. The Corporation operates six independent programme units: radio, TV 1, TV 2, a unit for educational programmes and a unit for overseas programmes. The districts combined constitute their own organization. There is also an independent technical department.

The executives of the various programme units are directly responsible for the respective programmes under the board and the Director General. The object of this is to create the potentials for independence, variety and stimulating competition as far as ideas and the formulation of the programmes are concerned.

The board comprises 11 members of which the Government appoints the chairman and five members. The other members are elected by the annual general meeting.

In 1964 the Riksdag decided that a special educational programme unit would be set up within SR (SR/UTB).

Programming is to be operated in consultation with the National Board of Education.

Activities include school radio and television broadcasts, a school materials section, which produces printed material and other supplementary material, and adult education which produces at the request of either of the two TV channels and sound radio.

On January 1, 1975, the unit employed 163 persons, of whom 107 worked with school radio and TV programmes, 38 with school materials, and 18 with adult education. This staff comprises programme personnel, publishing editors and administrative staff in various functions.

School broadcasting is financed with tax revenue and for the fiscal year 1975–1976 SR/UTB has 19.9 million Swedish crowns for programme production and just over 5.5 million crowns to cover the transmission costs to the National Swedish Telecommunications Administration. The school materials section is self-supporting and its products are sold to schools at cost. The turnover in 1973–1974 totalled about 10.2 million crowns. Adult education programmes are financed by means of licence fees. During the fiscal year 1974–1975 adult education had a budget of 2.9 million crowns. The question of producing educational programmes within the Swedish Broadcasting Corporation is discussed in the report of the TRU Committee.

3.2 Local radio

In the spring of 1975 the Riksdag passed a proposal concerning the introduction of local radio. The proposal divided the country into 14 local radio districts, each one with its own editorial staff and transmission time on the third radio channel varying from 10 to 15 hours a week. It is proposed that broadcasts will cover local news, opinion-reflecting programmes and other information. Local radio is planned to start in 1977. The proposal stated that the local radio would be a subsidiary to the Swedish Broadcasting Corporation. It is expected to result in a considerable increase in information concerning public affairs.

3.3 The 1974 Commission on Broadcasting

The current agreement between SR and the Government is valid for ten years and terminates on July 1, 1977. The Commission on Broadcasting, a parliamentary commission, has been appointed to examine certain guidelines which are to form the basis of continued broadcasting work.

The instructions issued to the 1974 Commission on Broadcasting indicate that there is no immediate need to alter the basic conditions which have been applicable for a long time in Sweden. The directives emphasize that the freedom from commercial considerations and the independent position in relation to authorities and pressure groups that form the basis of the present regulations of radio and TV programming appear to be invaluable to future activities also. The same applies to the obligation to observe impartiality and objectivity.

The Commission's duties, however, include examining the experience of the organization that has been selected for radio and television broadcasting, assess the long-term economic development, define the cultural-political tasks of SR, and discuss how contacts between SR and the public can be further developed.

4 Summary of the TRU Committee's report on "A Programme for Sound and Pictures in Education"

4.1 Education in Sweden and the new media

The media

The continuous reforms in Swedish education have created better and better conditions for the renewal of the forms and means of presentation in practical study work. An important aspect in this respect is society's support of the development and production of suitable learning aids. It is natural that hopes were pinned at an early stage on new media such as film, radio and TV, both as means of reaching new groups in society as well as means of continuously renewing the content and forms in step with educational developments.

As early as in 1923 films were used in Stockholm primary schools. Use as instructional tools, however, was limited because of financial reasons. During the 1930s a few municipal educational film archives were set up for the distribution of 16 mm films. These achieved a definite breakthrough as a means of education. The regional film archives were gradually replaced by regional audio-visual centres.

Radio programmes have been used in education and popular education since the end of the 1920s. One of the most important contributions of school radio in the past few decades has been "English by radio", a combination of radio and correspondence courses, initiated in 1945. Experience from English by radio played a very important part in the introduction of English ten years later as an obligatory subject at the intermediate level.

Otherwise radio was adopted to enrichen education and give it new qualities. For rural primary schools, school radio was a way of relieving isolation, a longed for break in the individual teacher's instruction.

SR made ambitious efforts in popular education. Every Sunday morning talks were given for the benefit of "the men and women of voluntary educational work". Every Monday evening SR broadcast 30–40 minute programmes aimed at groups of listeners and individuals and followed them up with study letters containing work and literature assignments.

In the 1960s radio and TV activities in the educational sector were extended. School TV was started in 1961. In 1964 the production of school radio programmes, school TV programmes and school programme

leaflets was co-ordinated under the auspices of the educational programme unit at SR. At the same time financing of this work was transferred from funds obtained from licence fees to financing by means of State grants. In 1967 the TRU Committee was appointed, and TRU's production unit was formed and entrusted primarily with producing programmes for adult education, higher education, and later for pre-schools.

Hardware and technological developments

The first school radio programmes were listened to in classrooms when they were transmitted. The programmes were broadcast directly and repeat performances were impossible. The radio set became a common piece of school equipment. Primary schools had no difficulty in adjusting to broadcasting times. In the upper secondary schools with their system of special subject teachers and complicated timetables, however, it was difficult to fit in broadcasts. In a corresponding way the low and intermediate levels of comprehensive schools and later elementary schools could view school TV broadcasts without major organizational difficulties, while there was considerable difficulty at the senior level. Today the situation has changed considerably. Technological developments in the past few decades have radically improved possibilities of using sound tapes and TV programmes in education and study circles. In the 1950s sound tape recorders began to be common in education. Towards the end of the 1950s the construction of a nationwide network of audio-visual centres was initiated. These centres tape and store educational programmes and are responsible for continued distribution to schools and educational associations.

In most cases the AV centres serve one county. Their task is to distribute films, sound tapes, slides and videograms. The county AV centres have the resources to annually distribute between 30 000 and 100 000 sound-tape copies and 10 000 and 25 000 film copies. All in all the AV centres distribute some 1.5 million sound tapes, 400 000 films and 25 000 videotapes annually. The distribution of video-cassettes is still modest.

The principal for the county centres is the Swedish Union of Local Authorities, a co-operation organization. Activities are financed by means of local tax revenues. Loans, which are made to schools, popular education and public libraries, generally do not cost the borrower anything.

The AV centres rent film copies on a long-term basis from film distributors and producers. Radio and TV-programmes, which may be copied, are taped directly at the AV centres. Distribution from the AV centres to the users takes various forms in the counties: postage, car, rail and sometimes by schoolbus. Occasionally the users themselves pick up the material from the AV centres.

The AV centres' budget varies between 0.5 and 1.0 million Swedish crowns.

Schools, universities/colleges and, to a lesser degree, pre-schools are today well equipped with technical equipment. Slide projectors, sound tape recorders, film projectors, radio and TV sets are standard equipment. Videotape recorders for viewing and, video-cassettes recorders for taping and in recent years TV programmes are available to a considerable extent in the schools.

Educational associations are relatively well equiped with film projectors and sound tape recorders. In a few schools, but above all at universities and teacher's training colleges there is also equipment for closed circuit TV.

Radio programmes for education are primarily used in taped form nowadays.

In adult education, however, it is still common to receive broadcast programmes. As schools and educational associations are gaining access to video-cassette players the use of taped TV programmes is also increasing. The pre-schools, schools and educational associations, which do not tape the programmes themselves, order them from an AV centre. TV programmes received directly, however, still have an important function. Films can be obtained from the AV centres or from special film distributors.

Educational development

The use of sound and picture media is often linked with technical aids and thereby stimulate concepts of a dehumanized education based on machines. In the early days educational technology saw great potentials in the new media, even though interest was primarily geared to educational planning and only on a secondary basis to which media or which techniques should be used in education proper. At the end of 1950s several countries evolved learning aids systems with pre-planned and pre-produced teaching materials. The object was initially to improve the quality of education but this was soon superceded by the possibilities of making savings. In the 1960s planners all over the world advocated the extended use of, above all, television with a view to directly reducing the needs for teachers.

The basis of the Swedish development projects in the 1960s was partly to raise the quality of education, and partly to compensate for the existing shortage of teachers. As far as availability of teachers is concerned the situation has since altered, and therefore the use of media in education has become once again primarily a matter of quality. That various media should be used in education can hardly be said to still be a controversial issue. Today the question is how to use them and for what they should be used. Various opinions have been and still are conflicting. Concepts such as action learning, problem oriented tuition, and conversational learning describe some of the main patterns. The question of the role of radio and television in education cannot be discussed separately from pedagogic developments as a whole.

The use of radio and television must, like other educational psycho-

logy aids, be related to aims, methods, and other ways of working in schools and popular education. The use of the media must thereby be primarily viewed from the point of view of pedagogics and educational policy, and not as a technical problem.

The main question is what qualities can sound and picture media give schools and study circles, and what contributions can they provide to motivate and recruit new groups of students. In this context consideration must be given to the experience available in Sweden and in other countries with reference to the use of sound and visual programmes, what needs there are, what the potentials are technically and pedagogically and finally how future production of educational programmes should be organized and what its aims should be. These questions are dealt with in the report of the TRU Committee.

4.2 First and Second TRU Committees

In February, 1967, the Minister of Education summoned experts to examine the use of radio and TV in education and to supervise experiments in this field. The experts adopted the designation the Committee for Television and Radio in Education, abbreviated TRU I.

The TRU I directives were characterized by the feeling that the use of radio and television would make it possible to achieve structural gains, which meant a reduction of teaching personnel among other things, and higher quality in education.

After the commission had been appointed, preparations were begun immediately to create a functional production unit in a TV studio in Stocksund, a suburb of Stockholm, which the State bought and which started operations on January 1, 1968. In the summer of 1967 personnel were employed and in service training was started.

On July 1, 1972, responsibility for the project was transferred to the new commission – TRU II. By this time the production unit had expanded to such an extent that some 140 persons were employed on a full-time basis.

Activities within TRU were conducted through 1972 in six different sectors, namely adult education, upper secondary schools and labour market training, pre-schools, technology and natural sciences, social science and medicine. The three latter sectors referred to university/college education.

In May, 1971, the first TRU Committee submitted its first report, in which the salient proposal was for a merger of TRU and the Government financed educational programme department at the Swedish Broadcasting Corporation to form a new organization, which would be directly subordinate to the Ministry of Education.

When the report was circulated for consideration it became apparent that opinions differed greatly in respect to the future organization of educational programme activities.

On the basis of this the King-in-Council decided in December 1971 to

appoint a new commission — the Commission for the Continued Use of Radio and Television in Education, TRU II. TRU I was to complete its work through an assessment of the activities conducted hitherto.

According to its instructions, TRU II's task is to plan and supervise work at the TRU production unit, and to put forward proposals as to how radio and television programmes etc. can be utilized in various sectors of education, and how a future, more permanent organization for the production of educational programmes should be created.

TRU II was also instructed to examine the question of whether a Swedish system of education patterned on Britain's Open University and other equivalent system could be applied. This assignment will be presented in a separate report later in 1975. The Committee was also instructed to look into the question of where in the country the future activities should be situated.

The instructions issued to TRU II altered the orientation of the activities. Production for the university/college sector was sharply reduced. Activities were concentrated to the adult education and the pre-school sectors.

On January 1, 1975, TRU had 150 employees of which about 70 were programme staff, some 40 technical personnel, and about 40 administrative personnel.

For 1975–1976 TRU's grant totalled about 20.4 million crowns. In addition to this it receives 2.6 million crowns to pay the transmission costs to the National Swedish Telecommunications Authority.

4.3 Experience of the activities at the educational department of the Swedish Broadcasting Corporation (SR/UTB) and TRU

The report deals with the four sectors of education for which instructional aids and study material have been produced by TRU and SR/UTB, namely for pre-school children, young people in the compulsory school and upper secondary school, higher education and adult education. There is also a report on TRU's experiment with video-cassettes and cable television (CATV). The CATV experiment will also be dealt with in a separate report which will include a summary in English.

4.3.1 *Pre-school children*

TRU's pre-school activities started in 1971 with the production of TV programmes for broadcasting supplemented with printed material aimed at pre-school children, parents and other adults plus persons who work in the pre-school sector.

The aim of the programmes was to activate the children and provide them with basic mathematical concepts, a general knowledge of society and nature, and to stimulate imagination, linguistic and emotional development.

Production has hitherto been designed primarily for 5–6 year olds at

home in accordance with the instructions issued to TRU by the government in 1969. Attempts have been made, however, to avoid making the programmes geared too much to a particular age group.

Surveys have indicated that there is an increase in the number pre-school children who watch the TRU programmes at home. The number of children in 3 to 6 year-old bracket who regularly viewed TRU's children's programme on Thursdays at 5 p.m. at the time of the latest poll in the spring 1974 totalled about 147 000, which amounted to about 32 % of the age group in question.

Another survey has indicated that about 55 % of all day nurseries regularly view TRU's programmes.

4.3.2 *Schools*

The SR/UTB school programmes have been aimed at pupils and teachers in comprehensive and upper secondary schools. The programmes have been produced primarily for obligatory subjects or optional subjects that have been chosen by a lot of pupils. In the past decade there has been an increase in interest for groups of pupils with particular needs. This applies to comprehensive school pupils with a weak performance, immigrant pupils, and pupils in special schools.

SR/UTB's national supply at present (1974–1975) amounts to about 700 new radio programmes and 100 TV programmes. In addition some 500 radio programmes and 350 TV programmes are re-run annually.

Besides the programmes for pupils, several sizable projects geared to the in-service training of teachers have been implemented. Apart from the national programmes produced, some 300 regional school radio programmes are made annually. There is no regional school television. Experience of regional programme activities has been positive.

The latest major survey of the schools use of school programmes was carried out during the academic year 1970–1971. At the low and intermediate levels 70–90 % of the teachers utilized at least one programme on school TV and school radio respectively. The teachers who used the school programmes utilized on an average about half of the programmes available at these levels. The high utilization frequency in the case of the low level was confirmed by a survey carried out during the autumn of 1973. The frequency survey was then primarily concerned with the TV series *Klotet* (The Globe), which comprised 10 programmes in the autumn. Every week each programme was viewed by close to 2/3 of the country's low level pupils, which means about 200 000 pupils. Corresponding general estimates cannot be made as regards to high level and upper secondary school. In the case of these levels the number of copies of printed material sold often provides a better picture of the utilization frequency. In several subjects, primarily foreign languages, utilization is considerable.

Besides the school programmes, TRU I's work group for schools, TRUAS, has since 1967 conducted experiments in education in secondary schools. This work has involved sound and visual programmes.

The object of the combined experiment was to investigate pedagogic, organizational and economic effects in the parallel use of TRUAS' various learning aid systems, and to report on participating teachers' and pupils' need for information or training. Experience indicates that the combined experiment was felt to be positive. It seems that the parallel use of the various TRUAS' learning aids has not created any pedagogic, organizational or economic problems apart from those normally found in educational contexts.

A few results of the evaluation of Klotet test

The TV series *Klotet* comprises 18 TV-programmes and a teachers' guide. The TV programmes were 20 minutes long. The series is intended for use in grades one to three and aims at the social and emotional development of pupils by presenting simple episodes from everyday life with a humourous touch.

The *Klotet* test comprised two surveys. One was a frequency survey carried out to determine to what extent the series was used at low level. In the other survey teachers' and pupils' use of *Klotet* in 22 low classes level during the academic year 1973–1974 was studied.

The frequency survey covered the use of the first ten programmes in the series. They were broadcast during the autumn term, 1973. The results are based on a representative selection of 500 low level teachers and indicate a very high utilization frequency. About 70 % of the teachers with their pupils viewed at least one programme and 44 % saw all ten programmes. On an average every programmes was viewed by two thirds of all low level teachers.

An important idea in the *Klotet* project was to stimulate viewers to follow up the programmes. The results of the frequency survey showed that every programme was followed up on an average by two thirds of the classes. By far the most common form of follow-up was classroom discussions. The programme gave concrete examples of various reactions and actions. On the basis of these pupils often described their own experiences. There were also other forms of follow-up such as drawing and painting, play-acting, games and dramatization. The very fact that each programme provided concrete examples made it possible for pupils to discuss fairly abstract subjects even in the first grade. Conversations were most lively when the programmes dealt with subjects which were particularly topical for children at this age level, such as "Justice-injustice", "Fear", and "Secrets".

Klotet was very well received in schools. In the frequency survey 87 % of the teachers who had used at least one of the autumn term's ten programmes felt that *Klotet* was very or fairly valuable. In the second survey the teachers were just as positive. The attitudes of the pupils to the series was also investigated. The question "Would you like to see more programmes in this series?" was put several times during the year to the pupils in the second and third grades (14 classes) and 92 % of them all answered "Yes", 8 % "perhaps", and a mere 1 % responded

"no". In other words the interest was very great throughout the year.

The pupils were also very positive towards the follow-up of the programmes: 81 % in the second and third grades felt that it was very enjoyable or fairly enjoyable to discuss the programmes in class.

How were the pupils affected by *Klotet*? No attempts were made to measure changes in attitudes or behaviour among the pupils since these changes were probably slight. The home, friends, and the school environment in general are more important to development of the pupils. Several of the teachers involved in the surveys noticed, however, that the pupils themselves applied and discussed the subjects treated in the programme after the current *Klotet* lesson. Several teachers also felt that *Klotet* had had a positive effect on the pupils' ability to listen to each other and talk with each other. The fact that *Klotet* induced so many classes to regularly discuss human problems, feelings and reactions is also in itself a very positive result, which can have more long-term effects.

Survey of the Grade 7 Project and Trialog

As an example of a major survey, the follow-up of the grade 7 Project and its successor Trialog will be presented in the following.

Prior to the implementation of the new comprehensive school curriculum in the autumn of 1970, there was an acute shortage of suitable teaching materials. Therefore SR/UTB specially produced the grade 7 Project, later followed by a grade 8 Project and a grade 9 Project. That there was an acute need for new instructional aids was confirmed by the fact that about 24 % of the country's senior level schools used the grade 7 Project in the first year. The Project included sections for social and nature oriented subjects and Swedish language.

The project included i.e. the following components:

- ☐ about 1000 pages of printed material
- ☐ 35 TV programmes
- ☐ 100 radio programmes
- ☐ 300 slides
- ☐ teacher guides
- ☐ diagnostic tests

As a result Trialog received a somewhat different structure from the grade 7 Project with a view to increasing the teacher's chances of adapting the material to the potentials of his class.

The pedagogic formulation of the sections in Trialog came to follow the basic pattern of experience processing summarizing. This could be done by means of radio and TV programmes which brought people and environments into the classroom. Experience could also be provided by a text in the pupil's textbook or by a demonstration by the teacher. A great deal of care was put into finding varying ways of processing. The material included both a basic course and an advanced course. The pupil's material also included plenty of assignments and exercises of

various sorts, instructions for laboratory work and group work. There were also references to further reading. Each section ended with a summary, a survey in the textbook of the most important items dealt with in the material. This outline gave the pupils the opportunity of repeating and learning the basic material in the section.

The question of individualization was accorded a great deal of attention. Four important aspects of the material were intended to make it easier for pupils to work on the basis of their own qualifications. The readability of the text was tested; the text was processed according to the methods for so-called "lix" evaluation (testing of readability of a text). Diagnostic tests were produced for most sections. One group of special teachers developed special worksheets for every section, so-called S-keys, for pupils with a weak performance. The S-keys were intended for individual pupils who had difficulties reading and writing, for pupils who had been absent from instruction and had to catch up on each section, and for the entire class if the teacher for one reason or another felt that his pupils should get through certain sections more quickly.

In the academic year 1973–1974 an extensive survey of the function of the Trialog material in education was carried out.

The survey was carried out in six experimental schools and directly involved 12 classes, comprising some 300 pupils. The approximately 45 teachers in the classes involved assessed the material in various ways, for example, in the form of diaries, questionnaires, assessment schedules, etc. The pupils made corresponding assessments of the material.

Some 4000 pupils' questionnaires and about 1000 pages of teachers' diaries were collected in all.

At the end of the spring term, 1974, a survey was conducted in order to make it possible to assess the teachers' and pupils' concluding opinions of Trialog. Below is a summary of the replies to the teachers' questionnaire. The questionnaire was completed by 47 teachers in all, who taught the experimental classes in social and nature oriented subjects and in Swedish language.

In conclusion it may be stated that the results of both the teachers' questionnaire and the pupils' questionnaire were very positive. The following are a few of the important results of the teachers' questionnaire:

- ☐ teachers satisfied with Trialog as regards to its
  - a) general function (94 %)
  - b) ability to provide the pupils with knowledge and competence (80 %)
  - c) ability to assist a variety of learning situations (87 %)
  - d) ability to assist the attainment of the overall objectives (86 %)

- ☐ teachers feel that multimedia instructional aids are better than ordinary instructional aids as regards
  - a) giving the pupils knowledge and competence (60 %)
  - b) stimulating and engaging the pupils (95 %)
  - c) concretizing difficult material and giving it life (87 %)

d) netting pupils with a weak performance (74 %)

☐ according to the teachers the media are best suited for creating
  a) *motivation*
  - TV programmes according to 81 % of the teachers
  - radiovision (sound tapes with slides) programmes according to 77 % of the teachers
  - radio programmes without slides according to 43 % of the teachers

  b) *concretion*
  - TV programmes according to 77 % of the teachers
  - radiovision programmes according to 68 % of the teachers

☐ all teachers feel that the radio and TV components of Trialog are important to the total impact of the instructional aid

☐ more than 90 % of the teachers felt they could adapt the Trialog material to their own classes

☐ the greatest advantages of Trialog according to the teachers were the instructional aid
  a) provides variation so that tuition becomes stimulating and motivates the pupils to work well
  b) contains both printed material, sound and moving pictures, and the link between the media is good.

4.3.3 *Higher education*

The instructions issued to TRU II restricted TRU's production of material for higher education.

At TRU II's suggestion the previously obligatory use of TV programmes at the University of Linköping has been terminated. The University now orders and finances production itself and TRU takes care of most of this production.

Since 1967 the universities have arranged local production resources for both printed matter and audio-visual material. Most university TV production is done at the Universities of Linköping and Stockholm. The six major teachers' training colleges produce a good deal of TV. Starting in the academic year 1968–1969 closed-circuit TV can be considered to be established in teachers' training. Experience of the teachers' training colleges' TV activities, which is well documented, is mostly positive and applicable to other higher education as well. The overall view of the use of films and TV in the universities indicates that use is limited. A 1974 survey indicated that of 300 university institutions contacted only half used an occasional film or videotape in their tuition. Other institutions did not use moving pictures at all in their instruction.

4.3.4 *Adult education*

Adult education through radio and television has existed for a long time in Sweden. It is first in recent years that efforts have been made to deal with the problems of integrating educational broadcasts with other forms

of adult education, primarily in study circle work, even though important educational and methodical efforts have been made previously – particularly in respect to language instruction on the radio. This has resulted in an attempt to create increased differentiation and flexibility in the courses produced.

Experiences of TRU and the adult education department of the Swedish Broadcasting Corporation (SR/VUX) are therefore presented with examples of varying degrees of complexity:

- ☐ Broadcast programmes without any supporting material. In certain cases these can reach a large audience with information that is important to pass on from the point of view of education.
- ☐ Broadcast programmes with simple supplementary supporting material. Radio or television courses with companion textbooks form the classical combination for education by means of the broadcasting media aimed at individual recipients. In certain cases – particularly when the broadcast components are TV programmes – the impact can be extremely good.
- ☐ Broadcast programmes as parts of multimedia projects. From the mid-1960s the trend in radio and TV education has been towards increasingly complex multimedia systems, in which the radio and TV programmes are subordinate to the aims and prerequisites applicable to the type of reception and processing intended. These projects were aimed at reaching individual students as well as groups of students. This required special formulation and to a certain extent separate material for various groups of recipients. The English language beginners' course *Start* developed a pattern that proved useful to both individuals and groups.

  Start marked a breakthrough for the utilization of AVM in the educational associations language circles.

- ☐ Audio and visual programmes in packages without broadcast components. TRU has conducted individual experiments involving this type of packages. Experience indicates that such courses have good chances of being integrated with various forms of study.

In 1973–1974 courses from TRU and the adult education department of the Swedish Broadcasting Corporation (SR/VUX) were used in 32 285 circles with 281 084 participants. This involved an increase of about 52 % over a three year period. Most popular were the courses in foreign languages, above all English. The number of participants using AVM in folk high schools also indicated as increase during the period while the use of such material in municipal adult education decreased as courses suited to this form of study have not been produced in recent years. AVM has also been used in labour market training with satisfactory results.

TRU has also produced material for the blind (primarily talking books), for the deaf and the hard of hearing (subtitling, special productions which include sign language) and for the mentally handi-

capped (adaptions of existing programmes and special productions, such as the documentation of conversations with mentally handicapped persons). TRU has also used broadcast programmes to inform the general public of the life and problems of handicapped persons.

Two adult education projects

Both TRU and SR/VUX have discussed and analyzed the methodic problems connected with the utilization of radio and TV courses in group studies in the early 1970s. For SR/VUX, whose range was dominated by language courses, it was important to clarify which stages and functions in language instruction could be best passed on via sound and moving pictures, which stages and functions were best satisfied by group studies under the guidance of a study leader, and in what respects the one form of instruction could supplement the other. These problems were brought to the fore when the English language beginners' course *Start* was being planned. The intended target group consisted of adults who were not used to studying and who had only a limited basic education. Instruction solely by means of broadcasts would require considerable motivation and resilience on the part of this group. The support provided by participation in a study circle was important. The following pattern was evolved:

Parts	Intended for individuals	Intended for groups
TV programmes	X	
Radio programmes A	X	X
Radio programmes B	X	
Textbook	X	X
Teacher's guide		X
Picture chart, other group material		X
Exercises	X	
Recorded texts	X	X
Rapid Start (repetition material)	X	X

The TV and radio programmes were considered to provide individual students with the guidance and stimulation that the group students got from the study circle. The textbook and two radio programmes a week were to be obligatory learning aids for the individual students. The TV programmes which gave more depth and practised certain items from the textbook, also provided examples of linguistic application in an authentic environment. Other parts could strengthen learning in various ways but were not listed as obligatory.

In the case of groups only the textbook and radio programmes A were listed as obligatory parts. The circle leaders ought to follow the printed guide that was published and use the group material that had produced. The group participants could ideally follow the TV programmes and radio programmes B and use the other voluntary parts at home. The important thing was that the teachers clearly knew what material had to

be used in group instruction. Special introductory material with instructions was distributed prior to the commencement of the course and was highly utilized. Surveys indicated that the pattern drawn up was really followed in the study circles. In one educational association radio programmes A were played during meeting in 86 % of the circles studying *Start*. The circle leaders used the teacher's guide in 96 % of the circles. 41 % of the circles used the special recordings of the texts issued on tape and record, in addition to using the radio programmes. The participants followed both the TV and the radio programmes at home between meetings to a very great extent, according to the circle leaders. 73 % of the participants had only attended 6 or 7 years of primary school and 33 % had not participated in adult studies previously. Experience from other educational associations indicate that the course methodology was similarly applied in their circle studies too and that the intended target group was reached.

Quantitatively *Start* marked a breakthrough for the utilization of AVM in the language circles run by the study associations. In the first year 1971 – 1972 some 11 223 circles with 107 734 participants followed *Start 1* and *2*. The number of viewers per TV programme in the course during this year totalled an average of 567 000. In 1972 – 1973 the number of circles that followed *Start 1 – 4* totalled 19 388 with 175 998 participants. In 1973 – 1974 *Start 1 – 6* attracted a total of about 203 000 circle participants. The results show that previous difficulties in getting a hold of the sound tapes and listening to them had been largely overcome. Co-operation with the AV centres was intensified and improved by, among other tings, the radio programmes being broadcast in blocks well in advance of the commencement of the course in order to permit mass duplication and distribution to the study associations. The libraries also provided individuals with copies of tapes to a large extent.

A development, which TRU has followed is the regional adjustment of the activities. Some minor experiments had been made with very positive results. The planning, production, and broadcasting of courses in close cooperation with a geographically restricted audience which had itself had the opportunity of influencing the approach proved to create involvement and interest. This experience was utilized in the *Bygd i förvandling* (Community in Evolution) project. One of the aims of the TRU regional projects and of *Bygd i förvandling* in particular has been to test the role and function of a central production unit in this type of work. The basic ideas behind *Bygd i förvandling* were as follows. By giving course participants bases for studying social development on the basis of conditions in their own areas, the possibility of recognition and involvement would increase. It would also permit work forms involving the participants themselves gathering, collating, presenting and forming opinions on facts. In this way the studies would not merely provide knowledge but would also teach the participants to look for, register and critically examine information. A necessary condition for this form of work was felt to be that the participants were helped to structurize the subject – How industrialism altered our living conditions – and advice and

patterns in respect of gathering material. This could be done by producing printed basic material and radio programmes which at the same time provided subject matter and hints on interview techniques.

TRU decided to test the idea in two counties – Östergötland and Norrbotten. The experiments were planned and carried out in close co-operation with the study organizations in the respective counties. TRU provided the radio programmes which were, however, recorded and distributed regionally, and a nationally broadcast TV programme about each region to stimulate interest. A large number of study circles were set up in both counties, almost 1000 in all, and the working pattern proved both possible and interesting. After the pilot schemes in Östergötland and Norrbotten TRU wanted to try out a combination of nationwide, TRU produced material and regional, supplementary material, for which the educational organizations in various regions assumed most of the responsibility. TRU therefore asked the study associations in all counties (except Östergötland and Norrbotten) via the study associations' co-operation organizations at county level, the County Educational Associations, if they were interested in participating in a project of this sort. Most of the counties showed an interest. Organizations in twelve counties became actively involved. The project pattern involved TRU producing basic printed materials which corresponded to the course booklets used in the Östergötland and Norrbotten experiments, and radio programmes which would be broadcast nationally, and sound tapes for the study circles. TRU would also produce a recruitment programme to be broadcast on television, recorded in a *Bygd i förvandling* circle in Norrland, and a series of programmes on *Industrial Memories*. Groups were to be set up in the various regions to handle contacts with TRU and to produce printed supplementary printed materials and collect sound material for the regional radio programmes. TRU would cover the cost of collecting this sound material and the editing of the final version of the programmes. TRU would also keep the groups constantly informed about the national material and provide advice in respect of the production of the regional material.

The supplementary regional material varied very much in content, scope and design. In one county, for example, a list was produced of sources of information – museums, archives, homestead associations etc. – which could contribute material to the circle work. In other counties complete course booklets were produced corresponding in size to the national textbook.

In *Bygd i förvandling* TRU had found a pattern for work with regional and combined national-regional projects which means that TRU in principle is responsible for the production of printed and basic some material and information and advice in respect of regional supplementary material. TV is used partly to stimulate people to study as a reinforcement of the recruiting carried out by the study associations, and partly, in certain cases for concurring subject information.

4.3.5 *Experiments with video-cassettes and cable TV*

Video-cassettes are used to an increasing extent in education and the cultural sector both in Sweden and abroad.

At the end of 1974 there were more than 3 000 video-cassette recorders in use in Sweden, primarily in industry, schools and county councils (nursing). The TRU Committee, which according to its instructions has also to consider other forms of distribution than broadcasting, has experimented with programmes on video-cassette for both children and adults. Experience of video-cassettes in education is still far too limited to permit any far-reaching conclusions. This applies particularly to programmes produced for cassette use. As far as the material permits, however, the results have been positive and indicate considerable potentials for video-cassettes.

Along with the Swedish Broadcasting Corporation and the municipality of Kiruna, TRU has twice experimented with cable TV in a district of the municipality of Kiruna. The emphasis was on locally produced programmes. The equipment was relatively simple and the staff was small. During the second experimentel period several programmes were produced by local organizations and individuals.

The evaluation of the first trial period (Jan. 24, 1974 - May 16, 1974) indicated that almost 90 % of those asked wanted the experiment to be continued. TV programmes attracted viewers above all among those who would otherwise have watched the national SR entertainment programmes or not watched TV at all. The programmes interested the less well educated to a great extent. The greatest advantage of the programmes was felt to be that TV dealt with local issues and that in Kiruna inhabitants had taken part in the programmes.

Preliminary evaluation of the results of the second trial period shows that the audience appreciated the programmes this time too. Technical faults and failings in respect of the programmes were felt to be an advantage rather than a disadvantage, since they emphasized the impression of spontaneity and proximity to the viewers.

4.4 Educational reasons for the use of visual and sound programmes

To use sound and visual media in education is natural in an age when the individual is already living in the so-called picture era. Large parts of the individual's concept of the reality outside his reach is based on experience provided by radio and television.

In the Commission's opinion there are two primary reasons for the use of sound and visual programmes in education.

Firstly, sound and visual programmes can make it easier for the individual to learn things by supplying him with "living conceptions" about phenomena in reality. The media can make use of Man's ability to acquire and retain knowledge through pictures and dissimulations. Through documentary, interviews, dramatization and feature program-

mes, and also through stylization, animation and trick photography, the individual's opinion of the world around him can be anchored in concrete experiences which facilitate his understanding of conditions and processes in reality.

Secondly, the great possibilities in respect of varying means of presentation that the media provide, increase the potentials for varying processing means and work forms and developing new methods in education. Well conceived sound and visual programmes can facilitate activity, co-operation and indivudualization by giving the students common experiences in their studies.

On the basis of current opinions on methods and choice of media, experience of TRU and SR/UTB indicate that these qualities can be made best use of if the utilization of sound and visual programmes is suitably co-ordinated with other aspects of education. The production of multimedia series or more independent programmes should therefore be preceded by careful planning so that the use of the media is related to the aims, methods and work forms for which schools and voluntary education are working. How far this co-ordination should be taken at the planning and production level varies according to aim, subject, target group's potentials and general circumstances applying to *certain* education.

4.5 The need for and wishes concerning audio-visual materials (AVM)

It has not proved possible to make any systematic or overall inventory of the need for AVM in the educational sectors under discussion. The methodic difficulties involved in such an inventory are considerable.

An expression of the situation and assessments in respect of educational activities are the opinions voiced on the previous TRU reports, particularly the second one. (In Sweden the reports of commissions are normally distributed to various organizations, authorities, and interest groups for their opinions. The reactions of the various groups are public. This system enables a sitting government to test opinion on an issue before presenting a proposal to Parliament).

The second TRU report was not circulated for consideration in the normal manner. Instead a large number of authorities were asked to give their views on a number of detailed issues. Some 100 statements were received. This method may be seen as a stage in the investigation work and a clarification of experience, whishes and attitudes among users.

4.5.1 *Pre-school children*

Practically all the authorities that expressed an opinion on TRU's second report voiced a positive attitude to TRU's pre-school work and felt that there was a great need for continued production for children at home as well as for children in pre-schools.

Several authorities also emphasized the value of AVM production for parents and other adults and for further training of the preschool staff.

Most opinions emphasized that the need for AVM for children with special requirements is considerable and that production for children at home should successively be geared to children below six years of age parallel with the introduction of general pre-schooling for six years olds. (Children start school at the age of seven in Sweden.)

4.5.2 *Schools*

Most authorities are of the opinion that pre-planned and pre-produced study material with radio/TV and sound and visual tapes is an effective way of reaching important in education. Most also welcomed study material which can make it easier for teachers to develop their new roles in education. Several authorities, however, reject the idea of direct economic profit by replacing teachers with study material with radio/TV and audio and visual tapes. The authorities are of the opinion therefore that there is a need for AVM in order to increase the quality of education and to release teachers for other important tasks above all of an individualizing type education.

The main aspects of the results of the 1973 and 1974 requirements analyses conducted by SÖ and SR/UTB were as follows. The majority of authorities were of the opinion that the major part of the programmes should be geared to the large target groups and the broad subjects in schools. Many, however, emphasize the need for efforts on behalf of pupils with special requirements too. With regard to programme forms most of the authorities want multimedia material in the form of combinations of sound, pictures and printed material. Many also emphasize the need for individual programmes.

Common to most of the authorities is also the fact that they emphasize the merits of the media with regard to spreading current information to schools.

Several statements mention the need for teacher programmes and request further such efforts.

There is a great need for regional efforts. The supply of regional school programmes can, for example, handle information about the labour market, commerce and educational possibilities, and current conditions in the regional/local community, and also provide study and vocational guidance.

4.5.3 *Higher education*

The authorities who expressed an opinion on TRU 1's second report praise the value of and need for moving pictures and sound in higher education.

In March, 1974, UKÄ arranged a TV symposium with participants from all faculties. In this context wishes for AVM in education in all faculties were expressed. The participants in the symposium judged AVM

to be especially suitable for motivating aspects, for concretization, and for demonstrations and features.

In the 1974 survey most of the 300 institutions asked stated that the poor level of AVM utilization was a failing and that there was a need for a better utilization of moving pictures and sound. TRU has gained similar experience in checking through study plans with the representatives of some 40 institutions. In the great majority of cases it was determined that there were stages where the inclusion of AVM would increase the quality of education.

The first survey of the need for closed circuit TV productions at all teacher's training establishments in the Stockholm area has been completed. This shows that a very large number of teachers are positive towards the idea of using closed circuit TV programmes in their own tuition.

In so-called extra-mural education instructional aids play an important part and must to a considerable degree be formulated in a different way than in conventional education.

4.5.4 *Adult education*

A survey of adults' choice of study form indicates that radio and TV courses are felt by many to be a realistic alternative to studying. This applies especially to the older age groups, who prefer radio/TV courses next to circle studies.

Almost all opinions voiced on TRU's second report supported recommendations regarding activities being targeted towards those with limited education. Several also advocated the proposed orientation towards all three main types of adult education – the vocational oriented one, the one based on the school curriculum, and the broader popular education. With regard to the balance between material for group studies and individual studies, most emphasized the need for material both for group studies and for individual studies. With regard to distribution by means of broadcasting or by means of other forms of distribution most authorities shared TRU's view that both these means should be utilized parallel with one another depending on the nature of the instruction and the target groups in mind. TRU's proposals for choice of subjects-social questions in the broad sense, basic school knowledge primarily in subjects such as Swedish language, mathematics, and foreign languages, in orientation subjects and behaviourial sciences, and the supplementing and up-dating of professional knowledge-elicited concurring replies. Several authorities also expressed a positive opinion on attempts to create freer and more flexible types of courses, such as open module systems, which permit a great deal of flexibility in utilization.

The views on TRU 1's second report clearly indicate a wish that TRU concentrate to an increased extent on handicapped persons.

4.6 Points of departure for future activities

4.6.1 *Pre-school children*

About 80 % of day nurseries have access to a radio and about 75 % to TV. No day nurseries have video equipment while 5 % have access to a film projector. It may be estimated that about 10 % of part-day groups have access to TV. The vast majority of families with children possess TV sets and it would appear to be rare for pre-school children to have no access to TV.

There has been a gradual increase in the number of children who watch TRU's TV-programmes. There are, however, large variations in viewing frequency between various broadcasting times. Surveys have shown that broadcasts for children at home should be scheduled for early forenoon and late afternoon in order to reach as many children and parents as possible.

In order to meet the needs of pre-schools, broadcasts should be regular and be repeated at fixed times. Re-runs should be broadcast. They can constribute towards reducing the number of children watching TV on every viewing occasion and make it possible for the pre-schools to choose between different times.

Pre-school production based on the needs and prerequisites of the stipulated target groups should be planned and produced in close co-operation with children, parents, personnel, authorities and organizations in the pre-school sector. It is also important to coordinate it with AVM production for the comprehensive school's low level.

The duties of a future production unit should include facilitating the use of produced materials. This should be done by means of various promotion measures and active advisory work. It is especially important to reach children at home and their parents with information. There is still a lack of essential information on how pre-school children and above all children with special needs and the younger pre-school children make use of AVM.

The rapid technical development in the media field creates a need for research and testing. The Commission emphasizes the importance of continuous research and evaluation in connection with production.

4.6.2 *Schools*

The necessary conditions for the use of AVM in schools are very good. The municipalities have invested large sums in school equipment and an extensive distribution network through the AVM centres. Almost all schools have access to one or more black and white TV sets. Availability of sound tape recorders is also good. With a few exceptions the radio programmes are used in taped form. The TV programmes are mainly used directly at low and intermediate levels. At the high level and in upper secondary schools TV programmes are used both directly and in recorded form. A 1974 survey indicates that 96 % of the AV centres record radio programmes and 57 % also tape TV programmes. As a result all or nearly

all school programmes are recorded. During a year some 1 250 000 loans of radio programmes and about 25 000 loans of taped TV programmes are registered.

The present availability of video-cassette recorders is estimated at around 500. There are also about 1 500 black and white, open-reel videotape recorders. Availability is greatest at the lower and upper secondary schools. The acquisition rate is estimated at around 200–300 annually. Schools have a total of around 18 000 16 mm film projectors.

At present all programmes are broadcast to permit direct reception primarily at low and intermediate levels or to allow the AV centres or individual schools to record them. The major expense in duplication and distribution is incurred by the AV centres forwarding the programmes. Broadcasting programmes from the producer to the AV centres is the economically best form of distribution with present techniques. As the schools become able to use recorded TV programmes, the number of re-runs on TV can be reduced considerably. Programmes for small target groups and for courses arranged at a few places should not, however, be broadcast but should be distributed some other way.

To achieve a full impact in education, the use of AVM presupposes that teachers are prepared to a certain extent. This involves a good knowledge of the product, its content and pedagogic design, and being used to the various media both as forms of expression and as technical aids. Dealing with methodic questions involved in the use of AVM is therefore an important aspect of basic training and advanced training of teachers. SR/UTÖ has also made some efforts in in-service training. More, however, is required in this field. Information and contact work between producers, AV centres and schools should generally be improved and extended. Consultancy work on the lines of that tried by TRU at the regional level in adult education should also be for schools. The users have every right to demand basic information about the programme series before using them.

4.6.3 *Higher education*

The economic resources for the implementation of local AVM projects is felt to be inadequate. Copyright principles and compensation norms in the production of instructional aids should be revised.

Broadcast programmes are in many cases ideal as a part of education but copyright obstacles and contract problems make use difficult. Forms must be created to permit an increased exchange of programmes and information on products from national as well as international producers.

The Commission considers it essential that a register of instructional aids for the university/college sector be prepared and that the scope and orientation of such a register be examined.

The Commission feels that proposals aimed at increasing the production and use of AVM in higher education should emanate from local production level. The Commission is discussing the possibilities of co-ordinating the production resources that exist at universities and

colleges. In the opinion of the Commission this problem should be examined further.

Even if co-ordination of this sort is arranged, the TRU Committee feels that there is a need for certain central resources. The Committee proposes that resources be put aside for efforts in the university/college sector at a central educational programmes organization set up to provide pedagogic and technical advice, supply advanced technology, take care of the production of especially extensive projects, work for new lines of education suffering from a shortage of instructional aids, and, in certain cases, assume responsibility for the broadcasting of programmes for the university/college sector.

A central educational programmes organization should also be able to implement the production of programmes commissioned by the Office of the Chancellor of the Swedish Universities (UKÄ) or local university/college units.

4.6.4 *Adult education*

Experience of the work done and the special user surveys carried out show that there are fairly good prerequisites for receiving and playing back sound programmes in various forms of group study. It would appear that the increase in recent years in the acquisition of tape recorders and sound cassette players will continue. The supply of tapes via AV centres and other bodies also functions satisfactorily. The use of AVM in the form of sound programmes therefore does not present any purely technical or practical problems. Production and distribution of courses including taped material can therefore continue as before and be developed further.

On the video side the situation is different. The availability of receivers and players is modest and unevenly distributed. Municipal adult education, folk high school and labour market training have relatively good access to this kind of technical equipment, but only a few study association units can make the same claim. The latter can admittedly borrow school equipment to a great extent, but this is not always the case since schools are not very eager to lend expensive equipment to other organizations, least of all off school premises. On the whole the study associations lack the funds to acquire equipment of this sort.

In the opinion of the Commission measures must be taken to solve the problems of the study associations' possibilities of acquiring equipment to play back video programmes. This should be arranged primarily by providing funds within the framework of the grant for the educational associations' activities.

Until there is a sufficient availability of equipment for receiving and playing back TV programmes, producers should ensure that TV programmes which, are suitable for group studies but cannot be used in group education largely because of shortage of appropriate equipment, are made available in the form of film copies.

An often quoted objection to the use of AVM is the teachers' and

circle leaders' or educational associations' unfamiliarity with these media. The training of teachers and circle leaders, etc., should naturally be organized by the respective bodies arranging the courses, by organizations or institutions providing training for teachers and circle leaders both generally and when introducing new courses. As a first stage it would be motivated to request efforts by the AVM producers to help with this training.

The TRU Committee considers the regional contact work conducted on an experimental basis in three counties to be an important prerequisite for contacts with and support for those organizing education on the local level.

The TRU Committee therefore feels that a network of regional consultants should be set up to span the entire country. Supporting measures on the receiver side are needed both for organized group studies and for individual studies. Those worst off in several respects would seem to be the individual students who have to rely largely on themselves without much chance of obtaining help and advice from those managing radio and TV education. The Commission feels that certain measures should be taken to improve the lot of these students. The most important measure should be to stimulate individual students in various ways to participate in group studies. The measures dealt with in the following should also have this aim in mind.

On the local level the library is one of the most important service organizations for individuals seeking education and culture. The further development of the duties of libraries to include the supplying of AVM to a greater extent should be speeded up. In this context various forms of advisory service and guidance in studies should be tried.

The TRU Committee feels that the libraries resources should be reinforced with respect to their ability to supply AVM and suitable forms of advice and guidance to adult students. Another way of supporting adult students is to arrange weekend courses or other kinds of meetings which provide direct contact with teachers/leaders and other students and the opportunity of discussions, pronunciation exercises and conversation practice in language courses, group work of various kinds etc., in connection with major radio/TV courses. Such courses have been held in co-operation with the county education associations, the study associations locally and folk high schools in connection with certain radio/TV courses and have proved very popular and useful to the adult students.

The Committee feels that courses, for example, in the form of short subject courses at folk high schools could be arranged for participants in radio/TV courses.

As regards to prerequisites for AVM measures among adult handicapped persons, a given basis is that the handicapped groups and educators who work with handicapped persons have a knowledge of various handicaps. Production must, therefore, include a constant dialogue with the handicapped people themselves and with the educators in this field.

As the early stages it is extremely important that a producing body participates as actively as possible in the training of circle leaders and teachers since this provides a wealth of experience, both practical and methodical/pedagogical of problems in circle work. To make it possible to use AVM in the education of handicapped persons, it is necessary that they have access to equipment for playing sound and visual programmes. This is particularly important for the groups who are totally dependent on audio and visual programmes because of the nature of their handicap.

The TRU Committee also finds it important for society to adopt effective measures to provide handicapped persons with equipment for playing sound and visual programmes.

Efforts in the form of AVM for immigrants have hitherto been fairly limited. Some radio and TV courses in the Swedish language and in civics for immigrants have been utilized to a great extent, but a great deal still remains to be done in order to offer the ethnic minorities in Sweden similar opportunities for adult education as those available to the Swedish speaking population.

The TRU Committee finds it important that special AVM be developed for various purposes within immigrant education and that as much as possible of the AVM produced for adult education be suitably adapted for use in educating immigrants also.

4.7 Proposal concerning a new organization for educational programmes

4.7.1 *The fusion of TRU and the educational department of the Swedish Broadcasting Corporation (SR/UTB)*

The TRU Committee notes that government support is necessary for the production of visual programmes in the educational field. This also applies to a certain extent to more demanding sound productions. Government support, in the opinion of the Commission, should go directly to the producer in the form of a State grant.

The TRU Committee proposes that SR/UTB and TRU be fused to form one unit. The Commission also suggest that the new educational programmes organization should be responsible for the adult education which at present is handled by SR/VUX and financed through licence fees.

4.7.2 *Placement within or outside the Swedish Broadcasting Corporation*

The TRU Committee is discussing the guestion of whether the educational programmes organization should be a part of the Swedish Broadcasting Corporation (SR) or an independent unit subordinated directly to the Ministry of Education. In the opinion of the TRU Committee there are more reasons favouring the educational programmes organization being independent of SR than there are for its being a part of SR. The reasons *against* inclusion in SR and *in favour of* an

independent production unit are primarily ones involving educational policy. The new educational programmes organization's activities will deviate to a large extent from those of SR. In the educational field as well as in social coverage, the main task of SR's to produce programmes *about* various means and forms of education. The task of the educational programmes organization should be primarily to produce programmes *for* various means and forms of education.

As a result, the objectives of the activities cannot be based on journalistic assessments but should be based above all on educational policy. Activities presuppose far-reaching contacts within the educational field in Sweden in order to determine the most important requirements and views on the efforts made. Broadcasting is one way of reaching certain target groups. The choice of distribution must, however, be geared primarily to how the intended goals may best be achieved.

The reasons *favouring* placement within SR are largely of a practical and economic nature, such as the joint use of technical and personnel resources, archives of various kinds, and access to the knowledge available in SR. Placement within SR would also mean that the question concerning SR's exclusive broadcasting rights would not have to be discussed. These practical and economic considerations are less important than the advantages of being independent of SR, in the opinion of the TRU Committee.

In the Commission's opinion the educational programmes organization should be directly subordinate to the Ministry of Education as an independent unit.

4.7.3 *Broadcasting rights*

The TRU Committee finds it unsatisfactory that the educational programmes unit should be ultimately referred to SR's assessment with regard to programme selection and required broadcasting time. For reasons of principle it is not reasonable that SR should be responsible for extensive and regular productions produced by an independent educational programmes organization. The Commission, therefore, suggests that the educational programmes organization be given its own broadcasting rights. The division of broadcasting time should be regulated by means of a agreement between SR and the educational programmes organization. In the event of it not being possible to reach an agreement, the matter should be referred to a person appointed by the government for a decision.

4.7.4 *Special educational channels*

The TRU Committee has also discussed the need for special educational channels on radio and TV. The major needs of air time for schools and pre-schools is in the daytime when there is time available both on radio and TV. As regards programmes which ought to be broadcast at attractive evening times, the Commission feels it is doubtful that the

people who one really wants to reach would tune in to a special educational channel with the profile such a channel would of necessity acquire.

Therefore the TRU Committee can at present see no reason to set up special educational channels. In view of the introduction of local radio, however, the Commission considers that the question of a fourth radio network should be discussed. The TRU Committee also recommends an examination of whether or not TV2 could be used for broadcasting educational programmes in the daytime.

With regard to delimiting the activities of SR and of the educational programmes organization, it would not appear possible to define tasks in more detail than that the educational programmes organization will produce educational programmes and SR will be responsible for other programmes. The TRU Committee also feels that an agreement should be concluded between SR and the educational programmes organization as regards to access to certain resources such as archives and special equipment.

The regulations that apply today to the relations between broadcasting activities and authorities, such as the veto on pre-examination, should, where applicable, to the educational programmes organization, and the educational programmes organization should maintain an independent stand vis-à-vis the educational authorities.

4.7.5 *The spheres of interest and activities of the educational programmes organization*

Within the framework of the funds provided by the State the educational programmes organization will produce audio and visual programmes with or without printed material—AWM—for pre-schools, schools, higher education and adult education.

The object of AVM is to contribute to the realization of the goals set up by policy-makers for the various educational fields. AVM should also contribute to assisting the continued development of new methods, means of presentation and work forms in education in conjunction with pedagogic reforms. By utilizing the media's possibilities of communication and expression, the AVM range should contribute to facilitating the introduction of current educational reforms.

The following general orientation should characterize activities in these sectors.

4.7.5.1 Pre-school children

As a contribution to attempts to meet the needs of children for a stimulating environment in which to grow up, pre-school programmes are geared to supply information, stimulate the imagination and emotions, and encourage children to actively explore the world around them. Activities should also induce in children greater self-confidence and understanding for and communication with other children and adults.

Pre-school production ought to be aimed at the following target groups:

- ☐ Pre-school children
- ☐ Parents and other adults
- ☐ People employed in pre-school activities

Production should gradually come to cover all pre-school children from 2 to 6 years of age. Programmes should be produced for use in pre-schools and for children at home. Children with special requirements should be given special attention in the production of programmes which should be made so that children who are blind or have reduced vision, are deaf or hard of hearing, or are mentally retarded, are afforded the opportunity of receiving and processing the material. Production should also cover material to assist the development of immigrant children.

4.7.5.2 Schools

The need for AVM in schools should be satisfied by means of a continuous, annual basic supply and, where required special measures.

Target groups consist of all school forms in the 9-year comprehensive and the upper secondary school system. Special attention should be paid to requirements in advanced teacher's tranining and in certain areas where the needs are particularly great such as the upper secondary school, special tuition, and immigrant education.

The basic supply is intended to increase the element of concretion and experience in studies and facilitate the development of new methods and work forms in school work. The basic supply should particularly emphasize current aspects in order to facilitate connection with both social development on the whole and development in various subject fields. The basic supply can consist of independent programmes or multimedia series.

The special measures may be required for a variety of reasons. Production is intended to cover acute shortages in the availability of instructional aids in various subjects and school forms.

The basic supply comprises the continuing annual range of AVM while the special measures are more of a one-time only nature. The boundaries are by no means well defined. What one year may be considered a special measure may be included in the basic range the following year. The basic supply and the special measures cover programme activities both on national and regional level.

4.7.5.3 Higher education

The activities of the educational programme organization are geared to constituting a supplement to the production resources existing in higher education.

On the basis of resources at local production level the TRU Committee has tried to define the areas where an educational

programme organization would be of definite importance to the development of AVM in the field of higher education sector, namely

- ☐ advice on pedagogic matters and on production techniques
- ☐ supply of advanced technical equipment
- ☐ production of more comprehensive AVM projects
- ☐ production of instructional aids for new lines of education that suffer from a shortage of instructional aids
- ☐ production of educational programmes for broadcasting

4.7.5.4 Adult education

Activities will contribute towards an extended availability of adult studies by utilizing the broadcasting media's opportunities of reaching large groups of people, with information and encouragement to study, and with educational measures important to the target groups and suitable for the media.

In addition the educational programmes organization will develop instructional aids and methods especially adapted to different forms of group studies – circle studies in particular – and to individual studies.

In accordance with the overall aims of policy-markers for adult education – namely to bridge educational gaps within and between different generations – the educational programmes organization should accord priority to efforts geared to those who are short on education, primarily those who have a limited education, physically and mentally handicapped persons, and immigrants.

Efforts should contribute towards giving the underprivileged groups increased opportunities of actively participating in community work, an improved position on the labour market and greater participation in cultural activities.

The educational programmes organization should seek aims and activities that help further the transition to and development of a system of recurring education.

4.7.5.5 The choice between various areas of education

With regard to choosing between various areas, the TRU Committee notes that there is a need for increased efforts in all areas of education. The Commission's proposals regarding the scope of activities during the next few years involve a relatively large increase of adult education. All in all the TRU Committee's proposals mean that the extent in 1977–1978 at unchanged monetary value should be around 14 million crowns more than in the fiscal year 1974–1975.

It is also proposed to give the educational programmes organization the opportunity of conducting certain other activities closely connected with the production of education programmes, e.g., information, methodic and technical advice, keeping in touch with developments in the field of media. The educational programmes organization should also

to a certain extent be able to make productions on order or together with another party. Such projects however, should not be too extensive, and the TRU Committee lists certain guidelines which should apply to such work.

4.7.6 *Form of activities*

The TRU Committee proposes that the educational programmes organization be organized as a non-profit, government foundation. The rules applicable to the foundation should be incorporated in a constitution for the foundation. The Commission rejects the idea that the board should consist of representatives of various authorities and organizations. Under the terms of the Commission's proposals the board should consist of seven people of whom two are appointed at the suggestion of the local unions. The members of the board should have a knowledge of the educational sector in general, media techniques and legal and economic matters. There should be a special administrative council of 15–25 persons appointed by the authorities, educational associations, teacher's and student unions etc. The task of the administrative council, as an advisory body to the board, is to constitute a forum for the discussion of overall matters involving the orientation of activities and the balance between the various sectors.

The need for contacts with educational authorities and organizations apart from daily work in project groups should be satisfied by means of advisory committees of the sort at present attached to both TRU and SR/UTB. Among other things the advisory committees should be consulted before request proposals for funds are submitted to the board. The orientation of activities within the respective sectors should also be discussed by the advisory committee in question.

The TRU Committee also discusses the consequences of the proposals on current radio legislation. In the opinion of the Commission there is no need for a special agreement between the State and the educational programmes organization. The necessary regulations should be incorporated in the constitution of the foundation.

The TRU Committee also discusses the question of the pre-examination of educational programmes by the Radio Council and the Instructional Aids Commission. An amendment is proposed to the instructions issued to the Radio Council so that when necessary the Radio Council can consider also material not included in the broadcast but appertaining to the educational programme.

4.7.7 *Distribution*

The TRU Committee considers that the broadcasting of educational programmes will be necessary for a long time to come. The Commission defines the need for air time at different times of the day. The obvious basis must be to find the form of distribution most suitable to the target group.

4.7.8 *Registration and information*

In the TRU Committee's opinion available programmes should be centrally registered and information concerning them should be supplied. It is important to make it easy for users to acquire information on available material simply. Registration can be implemented in different places. In the case of schools and pre-schools registration could be done through Kommunsamköp (municipal supply association), which has already initiated such a registration. In the case of higher education registration could be done by the educational programmes organization and in the case of adult education by a specially appointed body. The Commission suggests that a special commission be appointed to examine more closely the question of how registration should be carried out. The distribution of moving pictures can be separated from the question of information and registration and be organized directly from the producers or through special distributers.

4.7.9 *Publishing*

The TRU Committee also feels that the educational programmes organization should be able to publish printed material to a great extent on its own. In certain cases, however, particularly in the field of adult education, it may be appropriate to issue printed material in co-operation with another publisher. The object of the production of printed material should be to sell the products at cost, that is with full cost coverage. No profits should be made. In certain cases, however, it should be possible to subsidize printed material, i. e., such material as is published in conjunction with broadcast programmes and sold to the general public through the Swedish Press Bureau etc.

4.7.10 *Resources*

The TRU Committee presents a proposal for resources for the educational programmes organization. The Commission's suggestions are based partly on the assumption that the personnel employed by TRU and SR/UTB (including SR/VUX) at the time of the fusion will be offered employment in the educational programmes organization, and partly that the educational programmes organization will be self-supporting, with certain listed exceptions, as regards technical resources. On the basis of an analysis of resources required by TRU and SR/UTB in 1974, resource requirements have been calculated for a unit corresponding to the proposed increased tasks. Technical equipment costs are estimated at a total of 21.1 million crowns.

With regard to running costs, the TRU Committee proposes that the educational programmes unit's grant in terms of fixed monetary value be increased from 40,4 million crowns in 1975/1976 (TRU+SR/UTB including SR/VUX) to 54,4 million crowns in 1977/1978. In this context funds for paying the National Swedish Telecommunications

Administration for transmission costs have not been included. The proposed resources also permit certain opportunity for so-called ordered productions.

4.7.11 *Localization*

A commission on the re-settlement of State activities proposed in 1970 that TRU should be moved from Stockholm. The Riksdag reached no decision on this, and in the autumn of 1973 the TRU Committee was requested to examine the question of relocalization.

The TRU Committee first discusses regional-political views on the question of re-settlement. The situation is very much different now from it was at the beginning of the 1970s, notes the TRU Commission. The previously rapid growth in the Stockholm area has come to a standstill. As a result today a great deal is to be said from the regional-political point of view in favour of settlement in the Stockholm area.

As regards to the educational programmes organization's possibilities of conducting its activities efficiently, the Commission feels that re-settlement would create considerable difficulties. This applies, above all, to the possibilities of employing temporary experts and utilizing SR's archives and technical resources.

The Committee therefore proposes that the educational programmes organization be established in the Stockholm area.

4.7.12 *Future treatment*

The TRU Committee submits no proposals concerning the detailed organizational structure of the educational programmes organization. This should be done by a special organizational committee after the government has taken a stand on the proposals submitted.

The TRU Committee suggests that the educational programmes organization commence activities on July 1, 1977.